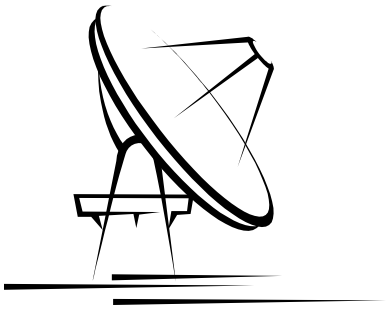


TECHNICAL INFORMATION

"Addressing the Needs of Students with Learning Difficulties through the Response to Intervention (RTI) Strategies"

Wednesday, November 17, 2004

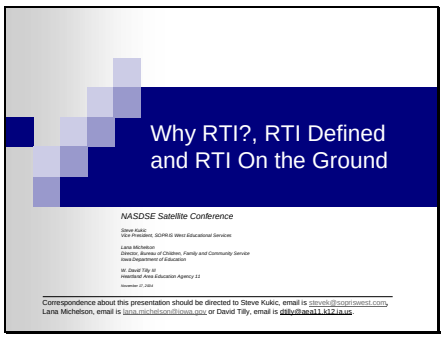
TIME: 1:00 p.m. – 3:00 p.m. ET
12:00 p.m. – 2:00 p.m. CT
11:00 a.m. – 1:00 p.m. MT
10:00 a.m. – 12:00 p.m. PT

TEST TIME: 12:30 p.m. – 1:00 p.m. ET
11:30 a.m. – 12:00 p.m. CT
10:30 a.m. – 11:00 a.m. MT
9:30 a.m. – 10:00 a.m. PT

SATELLITE: IA-6 (formerly TELSTAR – 6)
BAND: C-BAND
TRANSPONDER: 5
CHANNEL: 5
POLARITY: VERTICAL
AUDIO: 6.2 / 6.8 MHz
LOCATION: 93° WEST LONGITUDE
FREQUENCY: 3800 MHz

TECHNICAL TROUBLE NUMBER (Day of the program only)
Pittsburgh International Teleport (TV Operations Center) - 800-634-6530

Slide 1



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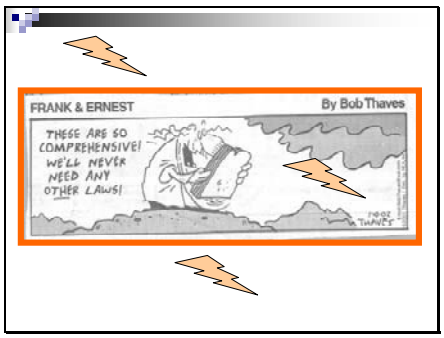

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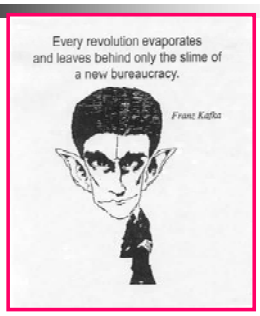


Slide 5

Due process does not, unfortunately, put more bread on the table; government can set benefits at whatever level it wants.

What due process puts on the table is a thick manual of rules designed to ensure uniformity and procedural regularity. Paternalism is replaced with bloodless formalism. People in need get lots of law.

--Howard, 1994

Slide 6

In the decades since World War II, we have constructed a system of regulatory law that basically outlaws common sense. Modern law, in an effort to be "self-executing", has shut out our humanity.

The motives were logical enough: Specific legal mandates would keep government in close check and provide crisp guidelines for private citizens. But it doesn't work. Human activity can't be regulated without judgment by humans.

--Howard, 1994

Slide 7

In 1975 Congress passed the Education for All Handicapped Children Act (now known as the Individuals with Disabilities Education Act).
Our confusion over government's role was complete: We wanted it to solve social ills, but distrusted it to do so. Congress had resolved this dilemma by using rights to transfer governmental powers to special interest groups.

Howard, 1994

Slide 8

Statutory Definition of LD

- The term "specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning disabilities which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or emotional disturbance, or of environmental, cultural, or economic disadvantage (USOE, 1968).

Slide 9

1997 Federal Regulations

- A team may determine that a child has a specific learning disability if:
  - the child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in paragraph (a)(2) of this section, when provided with learning experiences appropriate for the child's age and ability levels; and
  - the team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas (IDEA, 1997).

Slide 10

1977 Federal Regulations

- A severe discrepancy between achievement and intellectual ability in one or more of the areas:
  1. oral expression;
  2. listening comprehension;
  3. written expression;
  4. basic reading skill;
  5. reading comprehension;
  6. mathematics calculation; or
  7. mathematic reasoning.

Slide 11

1977 Federal Regulations

- The child may not be identified as having a specific learning disability if the discrepancy between ability and achievement is primarily the result of:
  1. a visual, hearing, or motor handicap;
  2. mental retardation;
  3. emotional disturbance; or
  4. environmental, cultural, or economic disadvantage (USOE, 1977).

Slide 12

No child left behind…

No teacher left unsupported!

Slide 13

Consensus Report – LD Summit 2001

- IQ/Achievement Discrepancy is neither necessary nor sufficient for identifying individuals with SLD (specific learning disabilities).
- IQ tests do not need to be given in most evaluations of children with SLD.
- There should be alternate ways to identify individuals with SLD in addition to achievement testing, history, and observations of the child.

Slide 14

Consensus Report – Alternatives 2001

- Response to quality intervention is the most promising method of alternate identification and can both promote effective practices in schools and help to close the gap between identification and treatment.
- Any effort to scale up response to intervention should be based on problem solving models that use progress monitoring to gauge the intensity of intervention in relation to the student's response to intervention.
- Problem solving models have been shown to be effective in public school settings and in research.

Slide 15

The Demise of IQ Testing for Children with Learning Disabilities

Presented by
Robert H. Pasternack, Ph.D.
Assistant Secretary, Office of Special Education and Rehabilitative Services
National Association of School Psychologists
2002 Annual Convention
Chicago, Illinois
March 1, 2002

Slide 16

Main Points

- Validity of the of LD concept does NOT hinge on the validity of IQ-Achievement Discrepancy as a means for identifying individuals with LD.
- IQ-Achievement Discrepancy is not a valid means for identifying individuals with LD.
- There is no compelling need for the use of IQ tests in the identification of LD.
- Elimination of IQ tests in the identification of LD will help shift the emphasis in Special Education away from eligibility and towards getting children the interventions they need to be successful learners.

Slide 17

Response to Intervention

- Studies of responsiveness to intervention generally do not find relationships with IQ or IQ-discrepancy.
- May seem counterintuitive, but IQ tests do not measure cognitive skills like phonological awareness that are closely associated with LD in reading.

Slide 18

Why give IQ Tests?

- Eligibility evaluations are costly: IQ tests are time consuming and do not contribute to treatment planning.
- Wait to fail model- we wait for kids to fail to provide services.
- All the research we have points to the value of early intervention.
- IQ tests contribute to over- representation of minorities in special education.
- Role of school psychologist should change.
- CHANGE IS GOOD!

Slide 19

LD Roundtable I:
Finding Common Ground Initiative 2002

- 10 national organization with a deep interest in LD
- OSEP funded
- Discussion based on August 2001 LD Summit
- Found common ground!

Slide 20

Finding Common Ground Initiative 2002

- Agreed to work for the elimination of the IQ Achievement discrepancy
- Agreed to the concept of the 3 tiered model for identification

Slide 21

Key Issues in IDEA Re-authorization

- **HR 1350 The Improving Educational Results for Children with Disabilities Act**
- **S 1248 The Individuals with Disabilities Education Improvement Act**
  - **IEP**
  - **Discipline**
  - **Research**
  - **LD identification**

Slide 22

April 2003

U.S. House of Representatives approves IDEA reauthorization bill, H.R. 1350 which includes new language regarding the identification of SLD as follows.

614 (b)(6) SPECIFIC LEARNING DISABILITIES—

IN GENERAL: -- Notwithstanding section 607 of this Act, or any other provision of law, when determining whether a child has a specific learning disability as defined under this Act, the LEA shall not be required to take into consideration whether the child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation or mathematical reasoning.

ADDITIONAL AUTHORITY—

In determining whether a child has a specific learning disability, a LEA may use a process which determines if a child responds to scientific, research based intervention."

Slide 23

June 2003

U.S. Senate HELP Committee approves IDEA reauthorization bill, S. 1248 which includes new language regarding the identification of SLD as follows (bill as reported to the full Senate).

614 (6) SPECIFIC LEARNING DISABILITIES-

(A) IN GENERAL- Notwithstanding section 607(b), when determining whether a child has a specific learning disability as defined in section 602(29), a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning.

(B) ADDITIONAL AUTHORITY- In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures described in paragraphs (2) and (3).

May 2004 S. 1248 passed by the Senate.

Slide 24

LD Roundtable II: From Statute to Regulation 2003 - 2004

- 15 organizations including NASDSE
- Role of comprehensive evaluation delineated
- Requirement to investigate strengths and weaknesses in performance or cognitive abilities added
- Team competencies defined
- Scientific, research-based interventions defined
- Timelines established
- Cultural difference added as a disclaimer

Slide 25

LD Roundtable III?

- Delivering research based reading instruction?
- Developing (synthesizing) an RTI model?
- Measuring the exclusionary factors (disclaimers)?

Slide 26

Fullan's Tipping Points

- The social attractors of moral purpose
- Quality relationships
- Quality ideas

Moral purpose and quality ideas need to have sticky qualities.

New relationships need law of the few to help kick start the process in order to create new role models and context.

Fullan, 2003

Slide 27

A deliberate strategy…

Raise the Bar & Close the Gap…

WITH A VENGEANCE!

Fullan, 2003

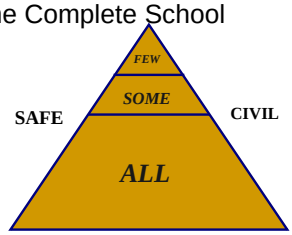
Slide 28

We are all caught up in an inescapable web of mutuality.

-Martin Luther King, Jr.

Slide 29

The Complete School



Slide 30

If our services do not result in a closing of the achievement gap, they are not effective.

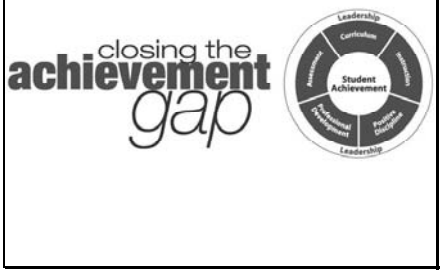
Kukic, 2003

Slide 31

Closing The Achievement Gap

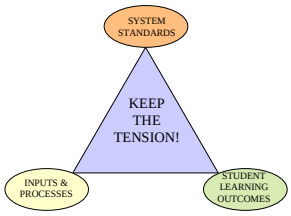
- Closing the gap is essential
  - to student success
  - to district success
  - to our nation's future
- Closing the gap requires prevention AND intervention

Slide 32



Slide 33

NASDSE'S BALANCED SYSTEM OF ACCOUNTABILITY



Slide 34

PIECEMEAL CHANGE

will always disappear

Bill Spady, 1992

Slide 35

Going to scale means fundamentally developing the system at all levels.

Fullan, 1999

Slide 36

ODYSSEY, Pepsi to Apple…a Journey of Adventure, Ideas, and the Future

"The Best way to predict the future is to invent it."
John Sculley, 1987

Slide 37

If you're not hopelessly confused, you're out of touch!
If you are hopelessly confused, then you only have one choice—
try stuff.

Embracing Chaos, 1993

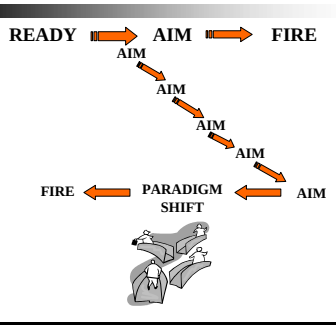
Slide 38

Above all,

Try something.

Franklin D. Roosevelt

Slide 39



Slide 40

READY

⬇

FIRE

⬇

AIM

Slide 41

From CNN To "The Real World": Improved Education for All Children

Lana Michelson
Bureau Chief
Bureau of Children, Family and Community Services
Iowa Department of Education
Lana.Michelson@Iowa.gov

Slide 42

How it all started in Iowa

- Began in 1986-1987
- Statewide innovation
- Examine current literature
- Ask questions

Slide 43

A Series of Questions Were Asked

- What is working with the current system?
- What components of the system are in need of reconsideration?
- What barriers get in the way of trying these changes?
- Important - There was no presumption that what we were doing was not being done well.

Slide 44

Assumptions

- Change in thinking is as critical as change in behavior
- Our historical system was predicated on a series of assumptions – these pervade practice today
- Basing our service delivery system on them has not resulted in broad-based and consistently replicable positive student achievement results for students with disabilities
- Last purpose of IDEA-To assess and ensure the effectiveness of efforts to education children with disabilities

Slide 45

We Need A New Logic

- Begin with the idea that the purpose of the system is student achievement
- Acknowledge that student needs exist on a continuum rather than in typological groupings
- Organize resources to make educational resources available in direct proportion to student need

Slide 46

The Reality

- **The effectiveness of any educational strategy for an individual can only be determined <u>through</u> its implementation.**

Slide 47

Response to Intervention

RTI

- About a system of decision making
- Matching amount of student resources to degree of student need
- Matching precise nature of student need to instruction
- Being strategic and judicious in using instructional resources
- Using student data to maximize student learning
- Having data to tell you whether what you are doing is working

Slide 48

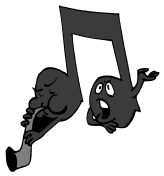
Vocabulary – Convergence of Thinking

- <u>Problem Solving Model (PS)</u>: Proposed, implemented and refined since the early '80s in special education as an alternative system to the traditional Refer-Test-Place system. It encompasses both general education and special education systems. Initially was individual student focused.
- <u>Response To Intervention (RTI) – Also called a Standard Treatment Approach (STA), Resistance to Intervention and Responsiveness to Intervention</u>: Being proposed by researchers across the country as an alternative method for identifying individuals with Learning Disabilities. An opportunity to link IDEA thinking with NCLB thinking.
- <u>School-Wide Model (SWM)</u>: An integrative way of thinking logically and rationally about meeting All children's needs in a school. It represents a promising way for schools to comprehensively draw together and allocate their resources to meet children's educational needs. It is a "smart" system.

Slide 49

Important Points

- These terms are similar in critical ways
- They represent different spins on the same core thinking by different people
- The same “big components” are there



Slide 50

Beliefs that Support Response to Intervention

- All children can learn
- Educators are responsible to teach them
- Parents have vast knowledge about their children and should be partners in the educational system
- Children should be assisted when concerns arise, before problems grow
- Children’s needs should be met in the general education setting whenever appropriate

Slide 51

Beliefs that Support Response to Intervention

- Teachers and parents deserve the resources necessary to meet the educational needs of children
- The best educational strategy is the one that works; the response to intervention approach evaluates effectiveness frequently
- Assistance is designed to improve learning; accurate information about student progress should be communicated regularly

Slide 52

Why Use a Response to Intervention Approach?

- Model is not just conceptual but practical
- Multidisciplinary ... it actually increases teaming
- Preventative / early intervention focus
- Increases amount of services to children
- Increases parental awareness and involvement
- Frees staff to make professional decisions
- Process is developmental ... requires flexibility
- Limited only by teams in ability to generate solutions
- Emphasis is always on least-restrictive environment
- Emphasis is on exit as much as entrance
- Match with our beliefs about education for all kids ...

Slide 53

Implementation Myths

- Categorical
- Access to adult services
- Requires a waiver
- Lack of data

Slide 54

Categorical Specific

- All kids
- Support Services

And Related Services

Slide 55

Limits Access to Adult Services

- Vocational Rehabilitation
- AHEAD criteria

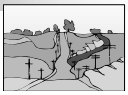
Slide 56

Requires a wavier

- There is tremendous flexibility within IDEA
- One of Iowa's greatest learnings as a state was that "we did it to ourselves"
- That is, most of the restrictions we perceived as barriers to changing what we were doing – they were self imposed by our state's interpretation of the Federal Law and Regulations

Slide 57

Road Map



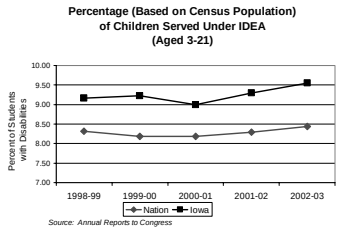
- Began with Teacher Assistance Teams or Student Assistance Teams
- Systematic Progress Monitoring of interventions
- Parents engaged in the process as soon as their was an identified problem
- Interventions were implemented based on functional assessment information in general education
- Used the data gathered during the intervention as teams examined entitlement and eligibility decisions
- Institutionalized
  - Eligibility Document
  - Administrative Rules of Special Education

Slide 58

There is a lack of data

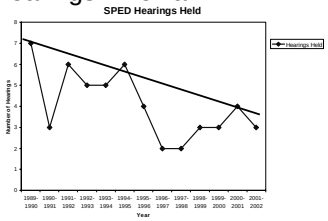
- Census data
- Due Process data
- Personnel data
- Quality Implementation data
- Customer Satisfaction

Slide 59



Slide 60

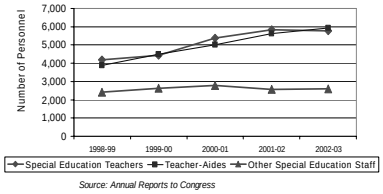
What Happened: Due Process Hearings in Iowa



Source: Iowa Department of Education, Bureau of Children, Family and Community Services

Slide 61

Iowa Special Education Personnel



Source: Annual Reports to Congress

Slide 62

Examine our implementation

- Involvement of practitioners
- Description of problem and goal
- Communication with parents
- Baseline data
- Intervention plan-instruction
- Systematic data collection used to make decisions
- Data correlates to decision

Slide 63

What Happened: Consumer Satisfaction

Question 1: The problem solving process supports teachers in improving the performance of students whose academic skills and behaviors are of concern. This includes the Building Assistance Team or other intervention supports.

	Gen Ed Teachers n=416	Principal n=46	Sp Ed Teachers n=126
Agree	90.3%	97.1%	86.6%

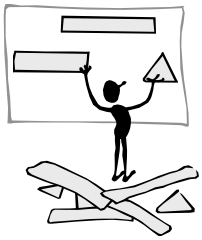
Question 2: Problem solving process leading to educational interventions is equally applicable for helping students in general and special education.

	Gen Ed Teachers n=416	Principal n=46	Sp Ed Teachers n=126
Agree	86.8%	97.1%	86.8%

Source: Consumer Satisfaction Survey 2002-2003

Slide 64

Lessons Learned/System Change



Slide 65

Four “Big Ideas” of Doing RTI on the Ground

- People Need to Know “Why” We’re Doing It
- We Need “Smart Systems Structures”
- We Need to Import Science Into Practice in Two Ways
  - Service Delivery Process – Using a Self-Correcting Problem Solving Approach
  - Content Delivery Process– Selecting Instructional Approaches That Are Research-Validated

Slide 66

Face the Outside World

- Center on mission
- Operate “just beyond the impossible”
- Be aware of the problems and embrace them

Lower the barriers to external collaboration

- Harvest external support
- Prepare for hardball
- Pay attention to outcome

Slide 67

Create the Freedom to Imagine

- Create room to experiment
- Lower the barriers to internal collaboration
- Prime the organization for innovation
- Create a marketplace of ideas
- Prepare for stress
- Maximize diversity

Slide 68

Leadership

- Be clear about who decides
- Issue a call for ideas
- Give the permission to fail
- Communicate
- Pay attention to sequencing
- Teach the organization how to say no and why to say yes
- Keep faith and intuition alive and in perspective

Slide 69

Manage the System

- Measure performance
- Celebrate success
- Have fun
- Build mission into systems, not vice versa
- Be disciplined about management
- Listen to the stakeholders and organization
- Keep learning

Slide 70

Bottom lines

- Come together and work together
- Stick together for the long haul
- Confront the present situation
- Create a vision for a more effective system
- Attend to change
- Have an implementation plan
- Develop performance measures

Slide 71

Thinking Differently

- Knowing why problems occur and what will solve them is important
- Intervention is derived from analysis results
- “Functional” means different things
- New information will not be gathered until you know what you don’t already have
- Assessments will serve multiple purposes

Slide 72

Thinking Differently

- Student problems can be defined and changed
- Questions will drive assessments
- Assessments will lead to instructional decisions and be low in inference
- Enabled learning rather than discrepancy or diagnosis is the goal

Slide 73

Quote

- **We have witnessed over the last 30 years numerous attempts at planned educational change. The benefits have not nearly equaled the costs, and all too often, the situation has seemed to worsen. We have, however, gained clearer and clearer insights over this period about the do's and don'ts of bringing about change….One of the most promising features of this new knowledge about change is that successful examples of innovation are based on what might be most accurately labeled "organized common sense." (Fullan, 1991, p. xi-xii)**
- Fullan, M. G. (1991). The new meaning of educational change. New York, NY : Teachers College Press.

Slide 74

Into Reality: To Get To All, Attend To Every

W. David Tilly III
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Johnston, Iowa
dtilly@aea11.k12.ia.us

Slide 75

So Let's Put This All in Context

Slide 76

We Can Do Better Than We've Ever Done Before

- Advances in knowledge
- Advances in practice
- Flexibility in our structures
- Federal Law acceptance of different methods/approaches
- One goal – all students must become proficient (Consistent with NCLB)

Slide 77

To Get There in Practice: We Need to Do Three Things

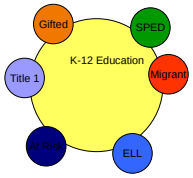
1. Adopt "Smart" system structures
2. Import the "Scientific Method" into practice
3. Use scientifically validated teaching practices to the greatest degree possible

Slide 78

Thing 1: Adopt Smart System Structures

- <u>One Perspective on History</u> Our education system has grown up through a process of "Disjointed Incrementalism" (Reynolds, 1988)

The current Education System's Programmatic Evolution



Slide 79

Thing 1: Adopt Smart System Structures

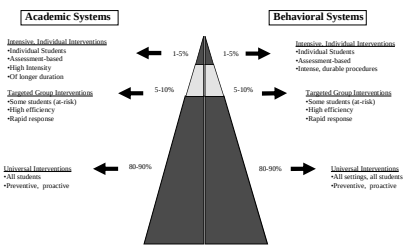
Unintended Effects

- Conflicting programs
- Conflicting funding streams
- Redundancy
- Lack of coordination across programs
- Nonsensical rules about program availability for students
- Extreme complexity in administration and implementation of the programs

Slide 80

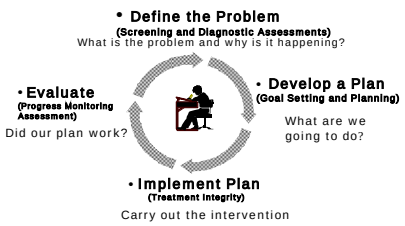
Thing 1: Adopt Smart System Structures

Enter a School-Wide Systems for Student Success



Slide 81

Thing 2: Import the Scientific Method Into Practice: The Problem Solving Process



Slide 82

Thing 2: In RTI, We Differentiate Assessment for the Purpose of Differentiating Instruction

- Def: Assessment, is the process of collecting information for the purpose of making decisions or answering questions (Salvia and Ysseldyke, 1991)
- Different kinds of assessment data are needed for different decisions within the system
- 3 Major Types of Decisions/Assessments

Slide 83

Thing 2: Three Primary Types of Assessment

1. Screening Assessments: – assessments used to determine if additional investigation is warranted
2. Diagnostic Assessments: Assessment conducted at any time during the school year when more in-depth analysis of a student's strengths and weaknesses is needed to guide instruction (Institute for the Development of Educational Achievement, 2003)
3. Progress Monitoring Assessments: Assessment conducted a minimum of three times a year or on a routine basis (i.e., weekly, monthly, or quarterly) using comparable and multiple test forms to (a) estimate rates of student improvement, (b) identify children who are not demonstrating adequate progress and therefore require additional or different forms of instruction, and/or (c) compare the efficacy of different forms of instruction for struggling readers and thereby design more effective, individualized instructional programs for those at-risk learners. (adapted from Institute for the Development of Educational Achievement, 2003)

Slide 84

Thing 3: Use Scientifically Validated Practices to the Extent Possible

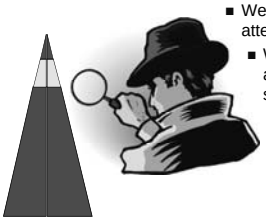
- Investigate the research base
- Know your own context and needs
- Match up strategies/approaches with your needs
- Monitor the extent to which they are effective
- Change ineffective programs and strategies

Slide 85

A Thumbnail of RTI in Practice

Slide 86

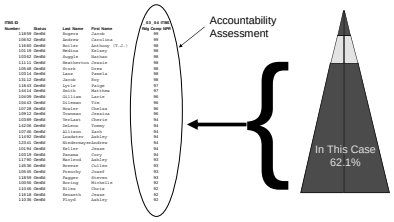
To Get To "All"



- We must pay attention to "Every"
- We must pay attention to the system first
- Then we move to small groups and individuals

Slide 87

Step 1: Figure Out Who's "Getting it" Based On Core Instruction Alone



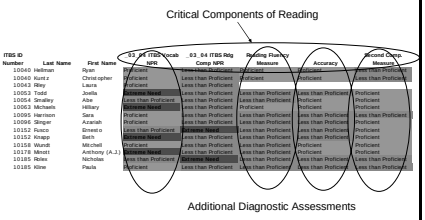
Slide 88

For Those Successful Based on Core Instruction

- Further diagnostics typically not needed
- Progress monitoring occurs yearly with district accountability assessment and progress in classes

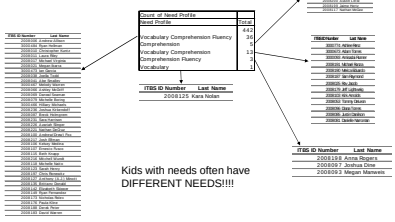
Slide 89

Step 2: For Less Than Proficient Kids, Figure Out What They Need



Slide 90

Which Yields



Kids with needs often have DIFFERENT NEEDS!!!!

Slide 91

Which Brings Up the Issues

- How do we get these kids supplemental instruction, focused on their needs? In addition to their Core.
- How do we get progress monitored at a group level?
- How do we create flexible groupings, responding to the data?
- Keep what is working, change what is not

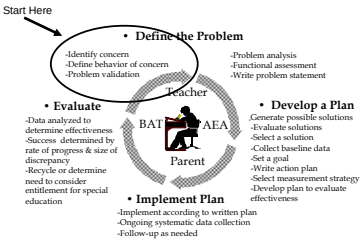
Slide 92

If Implemented Well

- Core + Supplemental instruction should meet the needs of a large proportion of Less Than Proficient students' needs
- There will still be students who-
  - Are successful with supplemental, but need intensive support to maintain growth
  - Need more individualized, intensive instruction

Slide 93

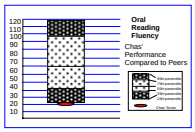
Individual Student RTI Example



Slide 94

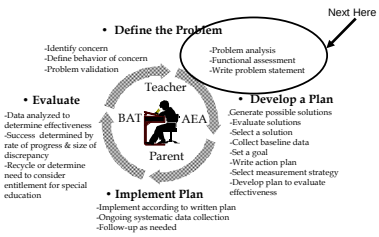
Illustration: Chas

- Second grader, Winter
- Supplemental Instruction in reading received in 1st Grade
- This is an example of a screening assessment
- Other classroom data were available to validate the problem



Slide 95

Individual RTI Example



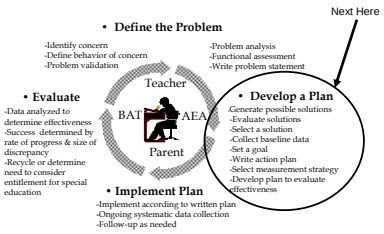
Slide 96

Problem Analysis (Summary)

- Phonics (ORF is circa 21 words per minute in second grade passages)
  - Decoding is very labored, slow, halted and inaccurate (fluency and accuracy)
  - A majority of his correct words are high frequency sight words
  - There are many letter-sound correspondences and letter combinations (digraphs and vowel teams) Chas consistently struggles with (phonics)
  - Chas' phonemic awareness skills have some critical deficits and he hit benchmark levels (DIBELS) of performance 4 to 6 months after he should have
  - Chas is using a number of "partial strategies" to attack unfamiliar, phonetically regular words
  - Chas' oral language vocabulary is significantly limited compared to typical peers (vocabulary)
  - All of which make very difficult for Chas to comprehend what he reads (comprehension)
- Task-related behavior – Chas has a many topographies of escape behavior. He whines, wiggles, asks for breaks and attempts to redirect his teacher into conversations unrelated to the lesson
- Intervention summary – Chas received Reading Recovery instruction second semester of his first-grade year. He has been receiving supplemental instruction targeted at fluency and phonics during the first semester of second grade.

Slide 97

Individual RTI Example



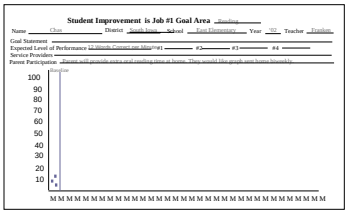
Slide 98

Chas' Initial Problem Analysis

Causal Hypothesis	Prediction
Phonemic segmentation fluency is around 28 phonemes per minute which hinders Chas' ability to read fluently and comprehend what he reads	If we teach Chas to segment words more fluently, this preskill will help him become a better reader
Chas has not been taught high probability word attack skills but has been taught partial strategies, which cause him to be an inaccurate reader	If we teach Chas effective, generalizable word attack strategies, his reading will become more accurate
Chas has not read enough to become a fluent, accurate reader with comprehension	If we provide Chas with additional reading instruction and opportunities to read, his overall reading skills will improve
Chas' task related behaviors have been successful in allowing him to escape sustained reading.	If we provide incentives for Chas' efforts in reading and do not let him escape the reading tasks by "squirreling", he will be able to sustain his reading for longer periods of time.

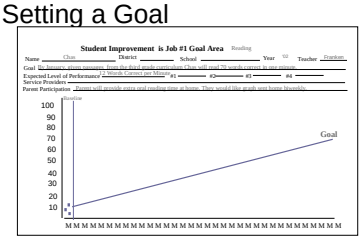
Slide 99

Setting Up a Progress Monitoring Chart



Slide 100

Setting a Goal



Slide 101

Chas' Reading Goal

By January of 3rd grade, given passages from 3rd grade reading curriculum material, Chas will read 70 words correct in one minute with five or fewer errors

Slide 102

Instructional Decision Making

Instructional Intervention Plan

Decision Making Plan:
Data will be collected at least once per week and charted. If three consecutive data points fall below the goal line the problem solving team will reconvene and an instructional change will be made.

Student Chas **Goal Area** Reading

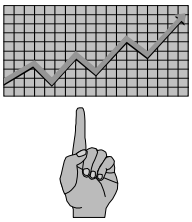
Intervention Designer Jenny Jeffreys **Advisor** K. Carlin

Phase	Instructional Procedure	Materials	Arrangements	Time	Motivational Strategies
1	Explicit phonemic awareness training Focus on transitioning activities. Additional paired reading time	Phonics and Friends. No materials Trade books at his reading level	During small group reading in the classroom. Time added to Chas' group each day for this instruction	20 minutes Daily	Verbal Praise
2					
3					

Slide 103

Decision Making Plan

- Frequency of data collection
- Strategies to be used to summarize data for evaluation
- Number of data points or time before analysis
- Decision rule



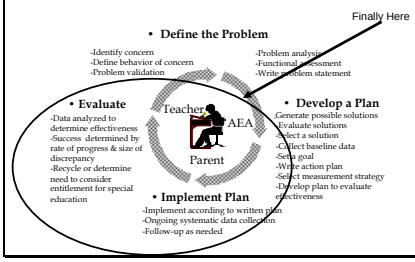
Slide 104

Instructional Decisions

- Instructional procedures
- Materials
- Arrangements
- Time
- Motivational Strategies

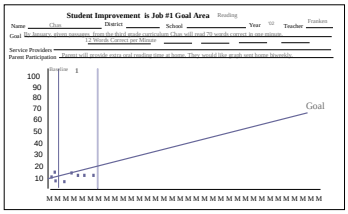
Slide 105

Individual RTI Example



Slide 106

Data Collection and Charting



Slide 107

Instructional Decision Making

Instructional Intervention Plan

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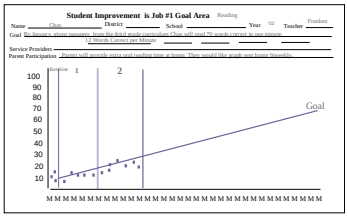
Student Chas **Goal Area** Reading

Intervention Designer Jenny Jeffcott **Advisor** K. Carlin

Phase	Instructional Procedure	Materials	Arrangements	Time	Motivational Strategies
1	Explicit phonemic awareness training Focus on transitioning activities. Additional paired reading time	Phonics and Friends No materials Trade books at Sit reading level	During small group reading in the classroom. Time added to Chas' group each day for this instruction	20 minutes Daily	Verbal Praise
2	Instruction provided by general and sp ed teacher. Continue phonemic awareness training. Begin intensive explicit phonics instruction	Same PA materials SRA Reading Master	Small Group, collaboration between general and special education teachers.	45 minutes Total daily	Verbal Praise Classroom motivators (point system)
3					

Slide 108

Data Collection and Charting



Slide 109

Instructional Decision Making

Instructional Intervention Plan

Decision Making Plan:
Data will be collected at least once per week and charted. If three consecutive data points fall below the goal line the problem solving team will reconvene and an instructional change will be made.

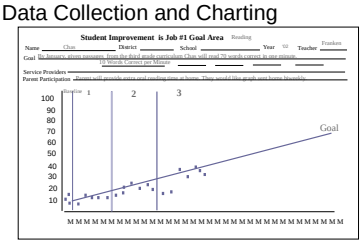
Student Chas **Goal Area** Reading

Intervention Designer Tammy Tyler **Advisor** D. Tilly

Phase	Instructional Procedure	Materials	Arrangements	Time	Motivational Strategies
1	Explicit phonemic awareness training Focus on transitioning activities, Additional paired reading time	Phonics and Friends No materials Trade books at his reading level	During small group reading in the classroom. Time added to Chas' group each day for this instruction	20 minutes Daily	Verbal Praise
2	Instruction provided by general and sp ed teacher. Continue phonemic awareness training. Begin intensive explicit phonics instruction	Same PA materials SRA Reading Master	Small Group, collaboration between general and special education teachers.	45 minutes Total daily	Verbal Praise Classroom motivators (point system)
3	Same instructional procedures as #2 Add oral reading time each day	Same PA, Phonics Add trade books – Modified PALS	At the end of each day, Chas will read orally with a peer, using PALS procedures during after school care	Add 15 minutes Daily	Verbal Praise Classroom motivators (point system)

Slide 110

Data Collection and Charting



Slide 111

Problem Solving and RTI in Practice

Heartland **E**arly **L**iteracy **P**roject
(HELP)

Slide 112

Demographics of HELP

- As of 11/04 we had 122 school buildings involved
- 60 of our approximately 90 districts/accredited nopublics
- Almost 17,000 active students

Slide 113

Key Features of HELP

- DIBELS
- Student interventions based on response to instruction
  - Benchmark
  - Strategic
  - Intensive
- Ongoing Monitoring
- Instructional changes based on data
  - Literacy Team
  - Administrative support

Process was adapted from Kame'enui and Simmons (2000)

Slide 114

6 Sets of Results Indicators

- Near In
  - DIBELS Measures Benchmark Attainment – Project Wide
  - HELP Results – Translated into Effect Sizes
- More Distal
  - Changes in CBM Norms 1994-2002
  - Number of HELP Heartland buildings identified on the NCLB "watch list" or "Schools In Need of Assistance" (SINA)
  - Special Education Incidence Rates in 36 early adopter buildings
  - ITBS Progress (esp. 4th Grade)

Slide 115

Near In Measures

Slide 116

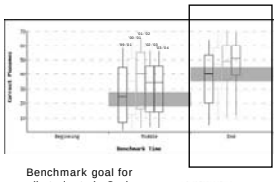
Kindergarten: PSF Project-Wide Data

2003-2004
Beginning:
Middle: 5397
End: 0

2002-2003
Beginning:
Middle: 4791
End: 4505

2001-2002
Beginning:
Middle: 4385
End: 4578

2000-2001
Beginning:
Middle: 4331



Benchmark goal for all students in Spring of Kindergarten: 35-45 correct phonemes per minute.

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Kindergarten: NWF Project-Wide Data

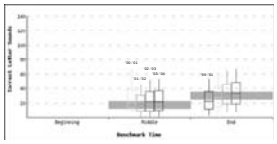
2003-2004
Beginning:
Middle: 4842
End: 0

2002-2003
Beginning:
Middle: 4043
End: 4540

2001-2002
Beginning:
Middle: 1298
End: 4575

2000-2001
Beginning:
Middle: 46
End: 4323

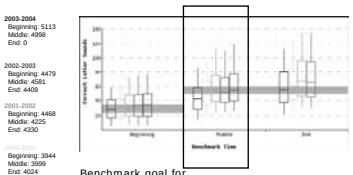
1999-2000
Beginning:
Middle: 0
End: 2108



Benchmark goal for all students in Winter of First Grade: 50-60 correct letter-sounds per minute.

Slide 118

First: NWF Project Wide Data



2003-2004
Beginning: 5113
Middle: 4998
End: 0

2002-2003
Beginning: 4479
Middle: 4581
End: 4409

2001-2002
Beginning: 4468
Middle: 4225
End: 4330

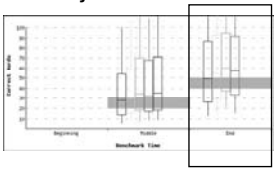
2000-2001
Beginning: 3944
Middle: 3999
End: 4024

1999-2000
Beginning: 844
Middle: 1593
End: 1879

Benchmark goal for all students in Winter of First Grade:
50-60 correct letter-sounds per minute.

Slide 119

First: ORF Project Wide Data



2003-2004
Beginning:
Middle: 4995
End: 0

2002-2003
Beginning:
Middle: 4589
End: 4472

2001-2002
Beginning:
Middle: 4227
End: 4410

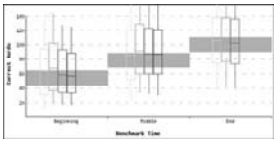
2000-2001
Beginning:
Middle: 4035
End: 4151

1999-2000
Beginning:
Middle: 1595
End: 1879

Benchmark goal for all students in Spring of <u>First Grade</u>:
40 or more correct words per minute.

Slide 120

Second: ORF Project Wide Data



2003-2004
Beginning: 3399
Middle: 3317
End: 0

2002-2003
Beginning: 2658
Middle: 2761
End: 2724

2001-2002
Beginning: 1081
Middle: 1153
End: 1143

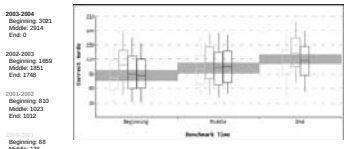
2000-2001
Beginning: 279
Middle: 409
End: 419

1999-2000
Beginning: 0
Middle: 0
End: 0

Benchmark goal for all students in Spring of <u>Second Grade</u>:
90-110 correct words per minute.

Slide 121

Third: ORF Project Wide



Benchmark goal for all students in Spring of Third Grade:
110 or more correct words per minute.

Slide 122

What Happened In the Larger System?

Slide 123

CBM Reading Norms

Changes in Agency-Wide Medians (Spring of the Year)

	1st	2nd	3rd
1994	41	98	117
2002	60	104	133

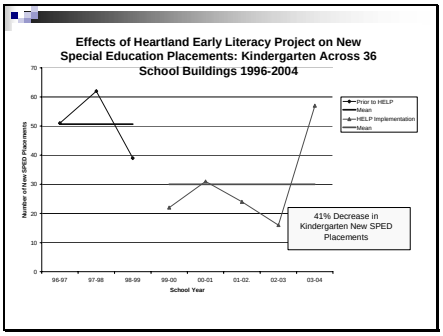
Slide 124

SINA

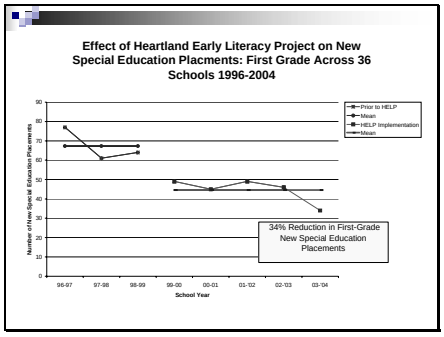
Slide 125

List of Heartland Elementary Schools, Implementing HELP Who Were on the NCLB Watch List or SINA in 2003-2004

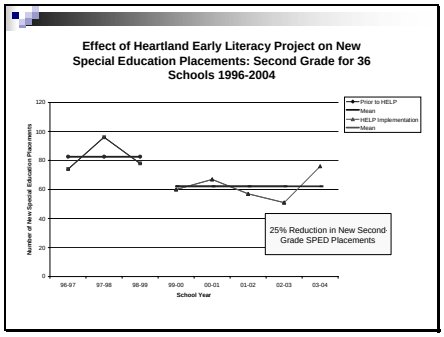
Slide 126



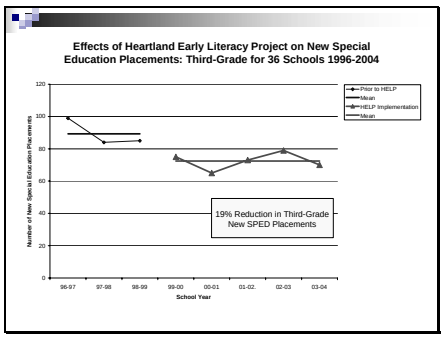
Slide 127



Slide 128

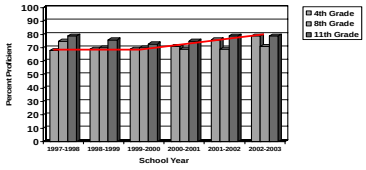


Slide 129



Slide 130

AEA 11 Iowa Test of Basic Skills Percent Proficient – Reading Comprehension Subtest



n approx. = 9000 per grade level
Note: Data include all public and non-public accredited schools in AEA 11 (including Des Moines)

Slide 131

Perhaps Most Centrally

To do this takes leadership

Slide 132

A leader is a person you will follow to a place that you wouldn't go by yourself.

Joel Barker, 1992, Future Edge